

THE

DIVISIONAL EXECUTIVES CONFERENCE

# SCHOOL GOVERNMENT CHRONICLE

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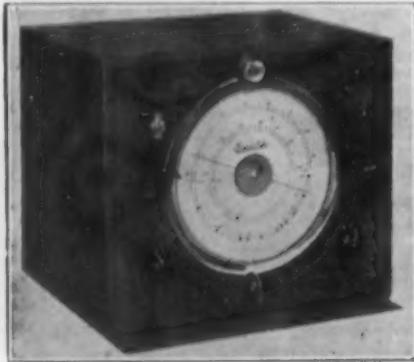


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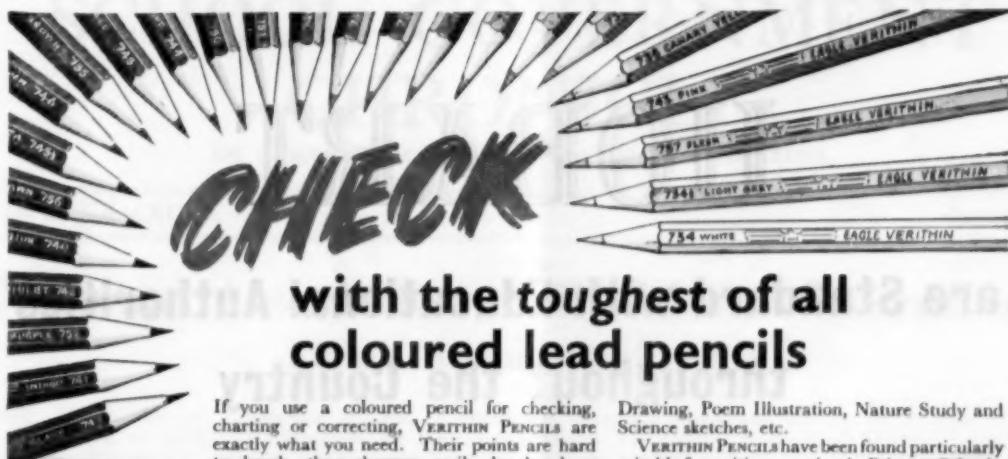
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# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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OCTOBER, 1954

## National Association of Divisional Executives Eighth Annual Conference

THE Eighth Annual Conference of the National Association of Divisional Executives for Education held at Harrogate last month, was by general consent the most successful of the annual conferences so far held by this Association. Harrogate proved to be a very pleasant conference town with all the amenities necessary to accommodate a conference of this kind.

At the reception to delegates and guests given on the evening before by the President-Elect, County Alderman Llewellyn Heycock, J.P., greetings were conveyed to the conference by County Alderman W. M. Hyman, Chairman of the West Riding of Yorkshire Education Committee, on behalf of the West Riding L.E.A., Miss A. Wardle, Chairman of the Claro Divisional Executive, Mr. Frederick J. Evans, J.P., President of the N.U.T., Alderman H. R. Thomas, Vice-Chairman of the Education Committee of the C.C.A., and Mr. Frank Barraclough, C.B.E., Secretary of the North Riding Education Committee and Treasurer of the A.E.C.

The first business session was opened by Alderman T. W. R. Procter, F.C.I.S., F.L.A.A., of Weston-super-Mare, the Retiring President, when greetings were very charmingly conveyed by His Worship the Mayor of Harrogate, Councillor Don. M. Christelow, J.P.

After the result of elections to the executive committee was announced, County Alderman Llewellyn Heycock, J.P. was installed as president for 1954-55.

Following his installation as President, County Alderman Heycock, who is Chairman of the Port Talbot and Glyn-corrwg Divisional Executive and Chairman of the Glamorgan Education Committee, delivered his Presidential Address, the full text of which is printed elsewhere in this issue.

As in previous years, one of the most enjoyable and useful features of this Conference was a series of Addresses by distinguished guest speakers. This year's team provided the Conference with a quite brilliant series of talks on an interesting variety of topics. The speakers "in order of their appearance" were as follows: Mr. W. E. Williams, C.B.E., Secretary General of the Arts Council of Great Britain on "The State and the Arts"; Mr. Peter Self, Lecturer in Public Administration, London School of Economics and Political Science on "The Re-organization of Local Government"; Sir Ben Bowen Thomas, Permanent Secretary of the Welsh Department, Ministry of Education on "The Continuing Challenge of the Youth Service"; Miss Mary Atkinson, M.A., Senior Staff Tutor, University of Durham Institute of Education, and Mr. P. Ogden, Headmaster, Barnoldswick County Junior School, West Riding of Yorkshire on "The Primary School."

In the remaining business sessions of the conference consideration was given to a number of Resolutions submitted by the executive committee of the association and

by divisional executives relating to a wide variety of matters of current educational interest. Among the principal topics discussed were the following:

### Expenditure on the Education Service.

The following resolution moved by Councillor T. J. Brennan, Ealing, and seconded by Alderman E. R. Hinckliffe, Ashlar, West Riding, was carried unanimously without discussion:

This Conference again calls attention to the increases which will take place over the next few years in expenditure for education. Considerable increases may be expected assuming no more than the present unsatisfactory standards of staffing and accommodation are to be maintained. If, as is to be hoped, a serious attempt will be made to implement the terms of the 1944 Education Act, the increase in cost will be very substantial. Conference therefore urges H.M. Government to review the relationship between the State and Local Authority finances in this matter.

In moving the resolution, Councillor Brennan gave an able statistical summary showing the rising percentage of education costs which were borne by local rates.

### Selection for Secondary Education.

Mr. J. Tillett, Forest Division of Essex, seconded by Mrs. O. A. Williams, Lancashire D.E. 16, submitted the resolution:

Whilst this Conference is aware of the investigations which are now being made by various bodies and of the experiments being undertaken by Local Education Authorities into the methods of selection for secondary education, it is of the opinion that a full scale investigation sponsored by the Ministry of Education is desirable.

Mr. R. O. C. Hurst, Chairman, South-East Division of Essex, voiced strong support for the purpose of this resolution and Mr. C. J. W. Parkin, Windsor, suggested that the enquiry should cover also the question of "re-selection."

The resolution was carried.

### Science Teaching in Secondary Schools.

On this subject, Mr. J. L. Smith, Medway, Kent, moved and County Councillor H. W. Hale, B.Sc., South-West Devon, supported:

This Conference is perturbed at the likelihood of a serious deterioration in the teaching of science, particularly in secondary grammar schools, in consequence of the dearth of teachers with high qualifications, and is concerned at the effect which it may have upon advanced technological education. It calls for a realistic approach to the recruitment and training of teachers for this work. Conference had little difficulty in agreeing with this and it was carried with very little discussion.

**Admission to Selective Secondary Schools.**

On behalf of the Forest (Essex) Divisional Executive, supported by St. Albans, Councillor Robert Hutton submitted:

That, in the opinion of the Conference, it is desirable that Local Education Authorities should make arrangements to permit exceptionally able children to sit for the Secondary School Selection Examination at an earlier age than that prescribed for the majority of children.

This resolution provoked a very good level of discussion in the course of which strong opposition to its purpose was voiced by Mrs. E. W. Thompson, North-Eastern Durham, Mr. J. Compton, Ealing, Councillor H. Barnes, Morley, West Riding, and Mr. G. W. Cutts, Widnes.

The resolution was ultimately lost by a large majority.

**External Examinations in Secondary Schools.**

Mr. C. J. W. Parkin, on behalf of the Windsor Divisional Executive, Berkshire, seconded by Mr. C. S. Smyth, Slough and Eton, moved:

That this Conference, while fully recognizing that the indiscriminate submission of pupils to external examinations is to be discouraged, is nevertheless of the opinion that, while retaining the special provisions governing the General Certificate of Education, the Schools Grant Regulations should be so amended as to allow a local education authority to permit selected pupils to be entered free of cost to their parents in or after the school year during which their compulsory school life ends for such other external examinations as that local education authority may consider to be suitable for this purpose.

This resolution also provoked a lively discussion in the course of which strong support was voiced by County Alderman Mrs. M. J. Clephan, Lancashire D.E. 24, and

opposition by Mr. W. H. J. Knight, Harrow, but was eventually carried.

**Travelling Expenses.**

The following resolution was proposed by Alderman P. Hanley, Widnes Excepted District, and carried without difficulty.

That the Executive be asked to make representations to secure cheap fares for all children travelling to and from school irrespective of age.

**Relations between Central and Local Government.**

A lengthy resolution moved by Councillor J. H. Collins, Widnes Excepted District, and seconded by Mr. W. E. D. Stephens of Bexley, was as follows:

That Conference, having considered the varied extent and interpretations of delegation of powers from Local Education Authorities to Excepted Districts, and being of the opinion that delegation is an important factor in the relationship between the first and second tier authorities, instructs the Executive Committee to examine these variations in detail, to draw the attention of the Association of Education Committees to their findings, and to seek to increase the extent of delegation of powers.

As a basis for this enquiry, Conference, while recognizing that a uniform scheme of delegation for all Excepted Districts is neither possible nor desirable, draws the attention of the Executive Committee to the fact that on each of the following broad issues there is at present a maximum degree of delegation to one or more Excepted Districts, but that no one Excepted District has such delegation on all these issues:

1. Control of estimates within a round total agreed with the Local Education Authority.
2. Freedom to spend within the approved estimates without further approval of individual items.
3. Control of educational policy within the Borough, within the general framework of County policy, including freedom to experiment in such matters as secondary school organization, transfer procedure from primary to secondary schools, and educational techniques.
4. Control of staffing within an agreed total establishment, including full control over all appointments, subject to articles of government and rules of management where these apply.
5. Consultation on the work of the Authority's Specialist Officers and Organizers within the Borough, or the employment of such officers by the Excepted District.
6. Full responsibility for Special educational treatment of borough children.
7. Delegation in Further Education to cover all aspects which can properly be administered on a borough basis (the range at present varying considerably according to individual circumstances) and including delegation on policy as well as administration.
8. Full responsibility for the provision, maintenance and equipment of school buildings.

An amendment in the following terms was moved by Mr. A. D. Hewlett, Dover, Deal and District:

- (a) In the first two paragraphs substitute "Divisional executives" for "Excepted Districts" wherever it occurs.
- (b) In numbered paragraphs 3 and 5 for "Borough" substitute "Division."
- (c) In numbered paragraph 5 for "the Excepted District" substitute "an Excepted District."
- (d) In numbered paragraph 6 for "borough children" substitute "children in the Division."
- (e) In numbered paragraph 7 for "borough" substitute "divisional."

After considerable discussion, it was agreed to refer the resolution and the amendment to the executive committee for further consideration.

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**Rural Schools.**

On the subject of rural schools, Mr. S. Knox, N.W. Derbyshire, moved and Mr. G. C. Nock, Scarborough, seconded:

That this Conference is deeply concerned at the unsuitability of many rural schools and considers that, without prejudice to the main building programme, more funds should be made available for improvements and adaptations to many of these schools, in order to bring them closer to modern standards.

There was some expression of opinion that the word "rural" might well be omitted from this resolution, but it was eventually carried in the form moved.

**Road Safety : School Crossing Patrols Act, 1953.**

This resolution was moved by Councillor A. A. F. Tatman, Enfield, and seconded by Alderman Charles O'Day, Acton.

That, whereas the School Crossing Patrols Act of 1953, in Section 2, empowers a school crossing patrol subject to the provisions of the Act to stop a vehicle "approaching a place in a road where children on their way to or from school are crossing or seeking to cross the road"; and whereas in the event of proceedings being taken under the said section it is incumbent on the prosecution to establish the fact of the child or children concerned being on the way to or from school; this Conference now urges that the said Section 2 be amended to ensure that a school crossing patrol functioning within the provisions of the Act shall have power to stop traffic approaching such place where children are crossing or seeking to cross the road, whether such children may be on their way to or from school or otherwise.

Dr. J. Ewart Smart, Acton, who represents the National Association on the Council of the R.S.P.A., gave an amusing account of his dealings with several Government departments and suggested that the resolution, if approved, should be sent to both the Ministry of Transport and the Home Office.

The resolution and Dr. Smart's suggestion were both accepted.

**School Buildings—Obsolete Premises.**

The following Resolution which was proposed by Councillor Exton, Willesden Excepted District and formally seconded, was carried without discussion:

That this Conference is of opinion that the time has now arrived when capital resources should be made available for the purpose of replacing obsolete school accommodation and for the modernization of existing accommodation which is to be retained.

**Milk in Schools Scheme.**

Submitted by Romford (Essex) Excepted District. Councillor M. J. Riordan moved and Mr. R. O. C. Hurst, Chairman of the South-East Essex Divisional Executive, seconded:

That this Conference takes note of the new administrative arrangements for the supply of milk to school children made under Circular 278. It notes also that under many Schemes of Divisional Administration the administrative organization of this service is delegated to Divisional Executives. It considers that the opportunity provided by the recent change in administration should be taken by the Ministries of Health and Education to ensure that all children and young persons who are below the age at which they complete their school courses are able to obtain milk either under the Milk in Schools Scheme or under arrangements whereby children under the age of five receive it at home at a reduced price.

The resolution was carried.

**General Certificate of Education Examination—Publication of Results.**

That this Conference requests the National Association to make representations to the appropriate authorities with

a view to securing the earlier publication of the results of the examinations for the General Certificate of Education, to enable pupils immediately before or after leaving school to inform their potential employers as to whether or not they have passed the examination.

There was some difference of opinion with regard to this resolution moved by Alderman Mrs. J. Hammond, Leyton Excepted District, and after discussion it was decided to refer the matter to the executive committee for further consideration.

**Maintenance Allowance—Increase.**

The following resolution which was proposed by Alderman Mrs. J. Hammond (Leyton), and seconded by Mr. S. G. Tydeman, Mid Essex Divisional Executive, was carried without discussion.

That this Conference requests the National Association to make representations to the Minister of Education with a view to the application throughout the country of more generous scales of maintenance allowances for school children of fifteen and sixteen years of age.

**Reorganization of Local Government.**

The following important resolution submitted by the executive committee was moved in a very able speech by Dr. L. F. W. White, Secretary of the Association, and seconded by Alderman T. W. R. Procter, the Immediate Past-President.

That this Conference notes the proposals for the reorganization of Local Government submitted to the Minister of Housing and Local Government by the major local government organizations. It is of the opinion that in any such reconstruction the needs of the education service should be regarded as of paramount importance. It instructs the Executive Committee to prepare a

[Continued on page 120.]

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# The Future of the Education Service

## The Work and Problems of Divisional Executives.

BY ALDERMAN LLEWELLYN HEYCOCK, J.P.

*In his Presidential Address to the Conference of the National Association of Divisional Executives.*

At the opening of his address, Alderman Heycock, referring to his election, said Wales has a wonderful record of achievement in education, and to be the first president to come from the Principality was not only an honour to himself, but he thought a reflection of the work that Wales has done in the service of education.

The Association had, he said, come to play an increasingly important part in the affairs of the administration of education because both as an organization and individuals they had directed their attention to the urgent and important things concerning the service of education. They had set before themselves the problem of trying to find the best kind of service which within the limits of the economic and financial position of the country could be provided for their children.

In the Divisional Executives, said Alderman Heycock, they were in a particularly favoured position because they could see the education service not merely from the administrative aspect but from the actual contact between teachers and children, where the vital relationship in education occurs. The whole of their work stood or fell in the end by the quality of service provided in the classroom and the contact between teachers and pupils.

Continuing, the President said :

We in educational administration can determine general policy, we can initiate programmes of building, can inaugurate various types of schools, but finally we are confronted with what happens in the personal relationship in education. It is our job to set the stage; the real achievement depends largely on the performance of the players.

It is not merely the personal relationship between teacher and child; it is also the relationship between parent, teacher and child. The last thing we would wish to do in education in this country is to divorce it completely from home life. It is in the significant relation between the school and the home, between the teacher, the taught and the parent, that the vital aspect of educational expression takes place, and it is in the Divisional Executive field that we see this relationship in its most important form.

During the past eight years we have faced many changes. The control of education has been dominated largely by the economic climate of the post-war years. We have passed through years of bitter disappointment, years when economic and financial difficulties meant that educational building could not even keep pace with the increased number of children in schools; years in which urgent priority had to be given to other services and years when there were grave, drastic shortages of most vital materials. We have passed through periods when the teaching staff seemed to be completely numerically inadequate to meet the situation. But during this time we have always had faith in education and in its achievement. We have believed in the reforms of the 1944 Education Act and whatever the shortages we have kept our faith that in due time it would be possible to implement the terms of that Act fully.

### At the Crossroads.

We are now, I think, at the crossroads, at a time when there can be either great expansion of education or a dull, static, uniform approach which will in fact mean reverting back to a lower standard than we envisaged in 1944.

I said just now that the control of education had been dominated by the financial climate of the past few years.

This is accurate to some extent but there has been another way in which it has not been quite so true. During the past two or three years there has been a considerable improvement in the economic situation in the country. Exports have improved, there has been a general brightening of business, and we have emerged into a period which might well in later years be described as an economic boom. But unfortunately during these years of economic prosperity there has been little in the way of advance as far as the education service is concerned. The policy with regard to school buildings, which is one fundamental aspect of the education service, is still dominated by the terms of Circular 245. This Circular was devised to meet a special situation, a situation of grim shortages and of possible financial breakdown; one similar to that which we in Wales remember particularly occurred during the 1930s, when education was sacrificed to urgent social and economic necessities. And so in the issue of Circular 245 there had to be a grim, a stark facing of realities. But there is no need now that conditions have improved so much for us to be rigidly tied to a policy that limits school building to what is urgently needed to meet a particular situation, that is to meet the increased number of boys and girls attending schools. It is so easy for Local Education Authorities, and indeed for the Ministry, to think in terms of statistics and to avoid realizing what they mean in terms of human life. The children who are so glibly passed over as those of the "bulge," who have to be accommodated in schools—primary at the moment and secondary schools within the next few years—in over-large classes, sometimes in unreorganized schools, are children who form part of the largest generation we have had in this country since 1914. It must always be remembered that each one of these children has a unique and special contribution to make to the life of our times. It is the falsest of economics not to provide adequately for this important generation.

### The Outlook for Youth.

I am particularly concerned as to what will happen in the case of the Youth Organizations within the next ten or fifteen years. The vast number of boys and girls now in our primary schools, many of whom have been educated in classes of forty-five and fifty, who will pass on to secondary schools where the provision is inadequate, will be emerging into the adolescent stage for which no effective preparation is being made. What will be the condition of the Youth Service when this generation passes into the adolescent stage?

The urgency of school building, the need for meeting the increased numbers that are passing through schools during the next few years, has rather prevented us from dealing with some other issues of education. I believe in the immediate future we shall be faced with the necessity of rethinking some of the problems that have been raised during the past few years, and of rethinking them on fundamental lines. There is at the moment a considerable argument between authorities, and in the Ministry, as to the form that secondary education should take. The issues are discussed in terms of grammar schools, secondary technical schools, secondary modern schools; whether there should be three-fold organization or only a two-fold system, or whether indeed there should be comprehensive schools only. Experiments are taking place in each of these directions. There is much concern as to the proportion of children who should be allocated to each type of school.

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Unfortunately very little has been done with regard to the basic question of the age upon which transference should take place to secondary education.

#### Transfer at 11 Plus.

Most people seem to feel that it is one of the laws of the Medes and Persians that a child of 11½ should pass over from primary to secondary education, and if asked to justify this particular age group there would be some subtle psychological explanation. In fact, of course, there is no such explanation. The main reason is an administrative reason, enunciated as long ago as the Hadow Report of 1926, that it happens to be convenient that a child should spend four years in a primary school and four years in a secondary modern school or five years or more in a grammar school. This is not by any means a satisfactory explanation, nor one upon which we can build the education service for generations to come. It has never applied, for example, in the case of Independent Schools and the recognized Public Schools, where the age of admission has been considerably higher. It would never apply if the full implementation of the 1944 Education Act took place and the age of compulsory attendance was raised to 16. It has almost been forgotten by administrators that the Education Act of 1944 gave legislative authority for a school-leaving age of 16. It would then become very quickly obvious that the right age of transference was not 11½ at all, but 12½ or 13, and there is a good deal to be said for transference taking place at 13 on psychological grounds. What I am arguing is that during the next few years we should begin to face some of the fundamental education problems rather than worrying ourselves so much about the strictly administrative aspects of the education service.

#### The Content of Education.

There is another problem that I think we in the education service ought to be prepared to examine far more carefully than hitherto. We have been so concerned during recent years with the type of secondary schools, whether grammar, technical, modern or comprehensive schools, that we have forgotten much of the difficulty that arises from the very nature of the children in these schools themselves. After all perhaps it is not quite so important as to what kind of school the child attends, the designation of the school, as to the content of the education that is provided within that school. We have by no means solved the question of secondary education when we have determined the types of schools that should be provided. Secondary education needs a great deal of rethinking, particularly with regard to the vast numbers of boys and girls who will find in it the main compulsory education they obtain during their lives. It is usual to try to distinguish between the academic and bookish education which is available for the brighter children—those with the higher intelligence quotients—and the more practical kind of education which is presumably available for the less intelligent and the less academically minded. If education is to be practical, as many people suggest, for a vast number of children at the secondary stage, then the word "practical" needs very much closer definition than it has received hitherto. By practical education we do not mean mere occupation. It must demand from the child all the intellectual capacity it has got. For a child merely to play its time through education in physical training, in domestic science or in handicraft or metalwork, without the intelligent application of all its powers to produce something, does not result in real education merely because it is practical. In secondary education, particularly secondary education of the kind that we call secondary modern, we have to be very careful to see that we are in fact giving education and not merely converting the school into an occupation centre.

It is true that many children will not be able to achieve their best through a great deal of bookish education. On the other hand, unless highly skilled craftsmanship is

brought into practical work, and the emphasis is on craftsmanship and its quality, then much of the work done in the secondary modern schools may be wasted. I think this is important not merely in relation to the school curriculum itself but to the industrial occupations that children will take up in future life. We have to remember that the vast mass of boys and girls who pass through our schools—whatever schools they may attend: secondary grammar or modern—will be engaged in practical work outside, and that at the age of 15 or 16 they are looking for some much closer relationship between the school life as they know it and the industrial experience they will be entering into very shortly afterwards.

#### Further Education.

At the moment the real experimental work in training for industry has been undertaken by private enterprise or by state undertakings themselves. We in the educational field have watched the growth of a quite vast organization for training within industry itself. This development of part-time day release education has, I consider, a very great message for us who are engaged in secondary education in general. We have seen how many young people have become responsive and alert once their mental capacity is evoked in relation to a particular job in the factory and the techniques which have been developed in many of the better of these training schemes should I think become available in the secondary modern schools.

This is not the only problem we have to consider. One of the most significant features of present education is the failure of the schools to attract back into further education many of those who have been through the secondary modern schools. It is quite a normal feature now that children who have attended grammar schools and who have imbibed the high standards of these schools want to go on to obtain professional qualifications or their equivalent. But in the case of the secondary modern schools, apart from the schemes I have referred to just now, organized by private enterprise or state departments, there is very little in the way of real further education.

We are concerned with the gradual decline of the ordinary evening institute as we have known it, with the lack of standards and with the failure of the secondary school to impress upon young people of to-day the need for a high cultural education. Indeed it would not be wrong to say that the best part of adult cultural education is now undertaken by other agencies than the state educational system. It is to the B.B.C., to the cinema, to the modern book publications and to similar agencies that one must look to see real work of this kind being done. Perhaps it is because we have had to devote so much of our attention in recent years to the specialized aspects of education in the compulsory field, to providing the teachers and the buildings and the equipment, that we have not been able to give enough time to the wider cultural work outside. But whether this be true or not, it does seem that there is something lacking in a secondary modern kind of education which does not enable or encourage children to go on from the secondary modern stage into all sorts of educational activities subsequently, whether these are related to their vocations or whether they are not.

You will have seen, therefore, that in my view, apart from any question of administration, there is a very great deal of work to be done, experiments to be made and initiative to be taken, in the field of secondary education as we know it to-day.

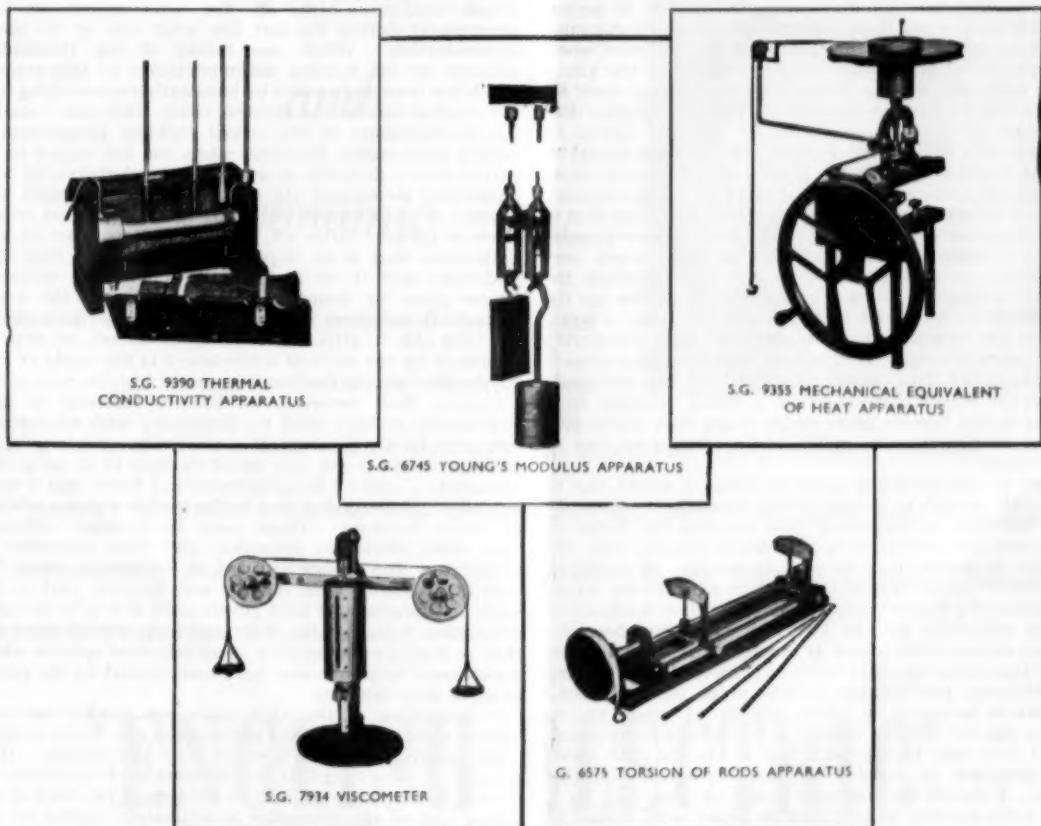
#### The Primary School.

I want to pass on to another of the problems which I consider to be important in relation to educational activity in its present stage. I refer to the question of the Primary School. Primary school education, which forms perhaps the great basic educational system of the country, which provides the background of information and culture for the



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vast range of children between the ages of 7½ and 11½, has been dominated in the last few years by questions of accommodation, teaching staff ratios, and things of this kind. But it is in the primary schools that a great deal of the essential work of education has to be done and one of the great difficulties with which we are confronted at the present time is the extent to which the primary school has been bedevilled by the necessity of training children to meet an academic examination at the age of 11½.

We can say what we like about the arrangements made in recent years to secure that a child is judged at the age of 11½ by what are called psychological tests. In fact all these tests go back at an age of this kind to matters of what the child has learned in school and the direction of junior school education has forced largely to be towards what the child is going to do at the secondary school stage. We must be careful in our approach to this problem. It would be quite wrong to say that the junior school education should be dominated by the secondary schools entrance examination, but it would be equally as wrong, probably more wrong, to say that the junior school education should be untrammelled by any necessity for hard work. Perhaps one of the fundamental things which the junior school child should learn is the capacity to apply itself for long periods to irksome and difficult jobs. Education does not come easily to most children. It is a matter of application, it is a matter of study, and no child should be allowed to grow up with the blissful idea that everything will come superbly easily and that no effort will be required. We have to be careful in the junior school education that in introducing the newer methods that have become popular in infant schools, and which are in some ways very appropriate to education, we do not misunderstand the idea, the conception, of such an approach. At this age the child needs to work and to appreciate the value of work. It needs, too, to work even at its play. We have seen during recent years attempts to introduce into the junior schools conceptions of free activity which, whilst extremely appropriate where they do evoke a strong response from the pupils, can become quite sloppy where they fail to give a sense of directiveness and a sense of purpose and of achievement.

There is one particular point to which I would like to refer with regard to infant school education. Recently there has been a suggestion that because the bulge of population has passed over the infant schools, and the numbers in classes may be slightly smaller, it would be desirable to reduce classes rather than to allow an intake of children at a rather younger age. The whole tendency in English education for the last fifty years has been for children to come into school at the age of five, not because it is at that stage that they begin to learn reading or writing or arithmetic, but because at that stage the best social guidance is necessary in infant schools. I would like to make a plea for children coming to school at a fairly young age. I note that the Minister has, in Circular 280, given some guidance to Local Education Authorities on this matter. I should like to make a special plea, too, for a much more realistic and reasonable policy with regard to the introduction of nursery schools and nursery classes. After all, it is the social content of education at this stage which is of vital importance and if, as we have argued, the question of school meals, of playing field facilities, of physical training, has led us to the view that education is a comprehensive matter, a matter of nurture in its fullest sense, then to start this process at a fairly reasonably young age is wise. It was very sound when the Government decided not to raise the school entry age to six. It would be a better decision if they were prepared to agree to the reintroduction of nursery education in nursery classes and nursery schools for quite a number of children. We have to remember that this was the policy of the Education Act of 1944. It is one of the things that has gone, like so many

things, during the years of difficulty and crisis. We should never be prepared to allow the arrangements which have been dictated by necessity to become the normally accepted and unalterable arrangements in years of affluence.

#### Reform of Local Government.

So far I have been concerned with matters of educational importance. I have not tried to touch upon the detailed technique of school administration. I have endeavoured to refer rather to the broader and more general problems that educationists must face during the next few years. I have made no reference whatever to the problem of administration.

The reform of local government is very much in the air. There have been suggestions that the Minister of Housing and Local Government might bring in a scheme for local government reorganization within the next few months. Before we go too far on this matter let us realize that local government is not the complete and utter failure that some people imagine. After all, the achievements of local government during the last few years are by no means inconsiderable. When one thinks of the tremendous addition to the housing accommodation in this country which has been undertaken by local authorities ranging from the smallest size to the greatest cities, when one considers the developments of the school building programme to meet a phenomenal situation, when one has regard to the extraordinary diversity of work being undertaken by local authorities throughout the country, one is impressed with a pride of achievement rather than overwhelmed with a sense of failure. After all, it is not the structure of local authorities that is so important as the work that they undertake and if we look at the amount of voluntary labour given by members of committees, at the highly specialized technique in all fields which local government has been able to attract to itself in its officers, we must be impressed by the sense of achievement in the world of local government during the last few years.

Despite that, however, we have to reconcile in local government its basic need for democracy with efficiency in service. Local government only exists because it is democratic and it will only go on existing in so far as it is democratic; and by being democratic I mean that it must be able to relate its decisions to the people who are affected by those decisions. There must be constant reference back from official to councillor and from councillor to electorate. The ordinary citizen of the country must feel that he is taking some definite and tangible part in the work and processes of local government if it is to be really democratic. And on the other hand the official must feel that he is always responsible to an informed opinion which is expressed by people who have been elected by the people to serve their interests.

It is because of this that when one reaches the very highest scale in size of local government one begins to have slight misgivings as to how far it is democratic. It is because of this, too, that in the service of education we have to be careful to see that at some stage the work of the official and of the councillor is intimately related to the desires and aspirations of the local citizens. The citizen is concerned with the things he finds real and tangible around him and of these things nothing is more real and more tangible than the education of his children. The ordinary citizen is, at the stage of the education of his children, vitally affected by what goes on in local government committees.

#### The Importance of the Divisional Executive.

It is therefore important that we should be able to produce in our education service a body which is reasonably well equipped to undertake the day to day tasks of educational administration and yet at the same time is close to the ground to understand and have sympathy with

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the needs of the local electorate as citizens. It is for this reason that if one retains the structure of the county council, one must also build at a lower level, but at a not less important level, the relationship between local government electorate, councillor and official. It is for this reason that we who have intimate association with the education service have become convinced of the necessity for some organization like the Divisional Executive to play an important, and indeed an increasing, part in educational administration. This type of arrangement, which was

regarded as an invention of the 1944 Act, can work and does work effectively and can produce the right relationship so that the service remains a democratic service, providing there is goodwill and providing there is mutual understanding on all sides. Where Divisional Executives have functioned at their best they have made a unique contribution to English local government life, and whatever reconstruction of local government takes place in the immediate future, something like this kind of organization will have to be retained for some years to come.

## The Continuing Challenge of the Youth Service

BY SIR BEN BOWEN THOMAS,  
Permanent Secretary of the Welsh Department, Ministry of Education.

By "Youth" in England and Wales we mean young persons between fifteen and twenty years of age, whether they like it or not, and if they are under fifteen we call them children, "pupils" in schools, and they regard it as the due recognition of their responsible state to be acknowledged as grown up at twenty, sooner if possible. We are therefore concerned here with the welfare of boys and girls between fifteen and twenty and with trying to examine afresh our attitude towards them.

Are we as mindful as we should be on the needs of those persons who, at fifteen years of age or in the years immediately following, cease to follow full-time education and, at that time, or in the years immediately following, enter society as workers of various kinds? In general terms, the answer is a simple one. It is that, from the middle of the nineteenth century, the State has, in various ways, assumed an increasing measure of responsibility towards them, (1) to help them to choose their employment wisely, (2) to provide them with the means of technical training, (3) to help them to safeguard and improve their physical health and to develop sound leisure interests, and (4) to provide the most effective and constructive measures for corrective treatment when these become necessary.

The third of these is our particular interest here and in dealing with it we are treading on familiar ground. By means of the Service of Youth we are trying to help young people to safeguard physical health and to develop sound leisure interests. This concern with their special provisions has developed mainly with the modern growth of cities, large towns and industrial centres. From the middle of the last century onwards various voluntary organisations have appeared, each with its own special aims and purposes—denominational, undenominational, nationalist, humanist, uniformed and non-uniformed—and by to-day they are associated with one another in a Standing Conference of Voluntary Organisations. Their common aim has been "to occupy the leisure time of young people beneficially by offering them opportunities of various kinds, complementary to those of home and formal education and work, to discover and develop their personal resources in body, mind and spirit, and thus the better to equip themselves to live as mature, creative and responsible members of a free society." The significance and importance of this work in recent years has been increased by three major experiences—the first the evil effects of the acute industrial depression of the '30s, with its widespread unemployment, upon young people; the second, the effect of the early years of the war with the black-out, loss of established methods of guidance and supervision, and the limitation of social amenities; and thirdly, the widespread grave concern with the increase in juvenile delinquency. The statutory measures for contending with these problems now rest with the Physical

Training and Recreation Act of 1937 and the Education Act of 1944.

### Youth Committees.

To-day there are, within the areas of all local education authorities, Youth Committees representative of the local education authority and of voluntary youth organizations, including the churches, working within their area. It is the duty of these Youth Committees to safeguard the Youth Service and to assist such youth organizations as are already established. Some local education authorities have established their own centres or clubs, with paid or part-time or voluntary leaders. Other local education authorities have fostered the establishment of independent youth clubs and assisted the local groups of the voluntary youth organizations. The assistance which they give takes the form of financial aid, loan of equipment, the use of buildings, playing fields, specialist advice and training, for example in club management, crafts, drama, music, games, coaching, etc. The result of this organization is that there are now many full-time professional youth leaders employed by local education authorities and voluntary organizations, and whereas in the nineteenth century most of the work was done voluntarily, the full-time organizer and leader is now a key person. This, of course, does not mean that the spirit of voluntary effort is dead. The Ministry of Education therefore not only pays grants to the local education authorities for their work, but also pays grants to the headquarters of the voluntary youth organizations to help them to meet the costs of administration and training of voluntary and full-time leaders. It also assists their local groups to get premises and equipment, but these grants have never been 100 per cent. and groups have been and are being encouraged to build their premises and equip them, using voluntary labour. It is hardly necessary to add that the membership of all forms of youth groups in this country, whether provided by local education authorities or the voluntary organizations, is not compulsory. Young people are free to join or not. The extent to which young people are being reached by all this effort is not definitely known. It would probably be between 25 per cent. and 40 per cent. of the young people between fifteen and eighteen, and this percentage would vary considerably from area to area, but clearly it does not follow that the remainder are all outside the pale of sound and constructive influences.

It will be only too well-known that the last two or three years has seen a concentration of educational resources upon meeting the needs of primary and secondary schools, technical institutes and colleges, particularly upon provisions within technical colleges that are concerned with the export trade. I do not need to reiterate familiar figures, but we would do well to remind one another that we are grappling with the task of accommodating 1½ million



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more children in the schools by 1958 than were in them in 1945—that is taking the figures for England and Wales. That has demanded a large increase in the number of teachers, an increase which, to the surprise of many responsible leaders in education, has been abundantly forthcoming. Never were more teacher training colleges severely pressed in this country than they are to-day. These, then, have been years of pressure upon educational resources, and the pressure is now felt heavily in the fields of secondary and technical education. It is at this stage in our educational development that the brake has been applied to the advance of the Service of Youth. It has been given a secondary position in the priority scale of educational policy, and that is still its position.

What has been the result of this fact? To answer this question fairly we must try to see the life of our young people in the broad background of general social provisions. We can assert confidently that the public conscience is still sensitive to their welfare and that many established institutions, *viz.*, not only our local education authorities but our churches, are exploring and experimenting with new techniques in order to bring them within their sphere of influence.

#### Youth Employment Service.

The Youth Employment Service now covers the whole country—116 local education authorities in England and Wales out of 147 have chosen to administer it; in other areas it is administered by the local offices of the Ministry of Labour—grant in both cases, of course, is paid by the Ministry of Labour. The Ministry of Education is still associated with it by means of joint inspection. The key person in this arrangement is the Youth Employment Officer, who knows the demands of industry and is responsible for offering guidance to school leavers. In doing this, he links employers, teachers, parents and children. There is usually the personal interview at the school, and young people and their parents are coming forward in increasing number to avail themselves of this expert help in finding the right job.

We have, therefore, reached a situation when we have a well-established service based on the principle that vocational guidance must be comprehensive and continuous, lasting from the time when children begin to think seriously about what they will do after leaving school until they have successfully adapted themselves to the conditions of continuing employment. Something like half of the school leavers of our country are now helped into their first employment by this service.

At the same time, we have also sought more efficiently to discharge our responsibility for providing these young people, once they have entered employment, with the means of technical training. The basis of this obligation is found in the Education Act of 1944. That Act places Further Education on the same basis as primary and secondary education. It has provided for local schemes, regional and national plans, with statutory authority for seeing that they should be carried out. Local education authorities have prepared their Further Education schemes, based on the needs of their areas. These have helped many of them to give their attention to tasks which had been overlooked in previous years owing to the pressure of other duties. We know that our provision of technical education until comparatively recently was inadequate, uneven, unequal and with insufficient importance attached to it, but that is no longer the case. The care of the young worker has now become paramount. It is accepted that we must seek to regard the early years of employment as years of continuing education. During these years young people need to be kept under educational influences, and society has the right to expect employers to co-operate in providing the kind of education and training that suits them best. As a result of these influences, an increasing number of employers have been granting part-time day release—at least one day or two half-days a week, with pay—to their

young workers. Their number to-day is over 300,000, some of whom, in accordance with age long tradition, receive their education in premises provided by their employers and others, an increasing majority, in technical institutes and colleges of various kinds. Indeed, the over-riding limitations on the development of this work are insufficient premises, scarcity of teachers and lack of conviction in rural areas and amongst small employers in regard to the importance of paying care and attention to their unskilled workers. Apprentices, young craftsmen, office and laboratory workers, have obvious incentives for further education. Sometimes their secondary education has expanded beyond the minimum. But those who leave school at fifteen sometimes lack these incentives. Most of the former group have their vocational courses to follow and their examinations to pass. These will provide the responsible skilled workmen and the foremen and industrial leaders of the next generation. Most of the part-time day and evening provision is therefore taken by them. However, the general education of the unskilled is also being accepted as a responsibility. The best employers now put their young entrants through induction courses with the aim of securing their interest in the work of the firm, its organization, its contribution to the community, and encouraging their beliefs in the value of industrial training. Following this, these young people pass into training courses to suit their ability, the potentially skilled into courses that are mainly vocational and the unskilled into courses providing a general education. Thereafter they have their part-time day release facilities, with every encouragement to continue their evening work, counting upon the support of local education authorities, and realizing that, in the long run, it will pay. The young people become better workmen and to-day they regard these provisions as a permanent feature of their industrial life. They are a manifestation of fair play in the industrial sphere, the fair play that enables a man to increase his proficiency and gain qualifications according to the measure of his gifts. In due course he has every right to expect promotion or professional advancement, with all the satisfaction that this involves. All this represents a real contribution towards better manhood and womanhood.

Nor are the needs of young men and women who may be suffering from physical handicaps overlooked. Thanks to the provisions of the Disabled Persons Act, many people who would otherwise live lives of frustration are enabled to be trained to follow suitable avocations.

I mention these related aspects of the subject so that we may see this task of helping young people to safeguard physical health and develop sound leisure interests in a rounded social background. Youth Service as such is one facet of the social machinery and the welfare of young people can only be estimated when the provisions of society on their behalf are seen as a whole.

#### Service of Youth Developments.

At the same time, we do well to ask now what is happening to the provisions of Service of Youth themselves at a time when the brake on its advance is being applied. Let me refer to one or two developments that are encouraging. During the last two years there has been a great deal of profitable examining and surveying on the part of all and sundry engaged in this work. On the very broad front of the United Kingdom, we recall the special conference convened by the King George V Jubilee Trust at Ashridge in 1951. This has resulted in the institution of a far-reaching survey into the welfare of young people at various stages and under contemporary conditions. It is still in progress, and although its range is wider than that of the Youth Service itself, its results should be extremely impressive and valuable in that field. Each individual local education authority has been examining the situation afresh, and voluntary organizations have been undertaking similar exercises.

*[Continued on page 118]*

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## Month by Month

**The  
 Teaching  
 of  
 Grammar.**

THE Modern Language Association has rightly decided to give as wide publicity as possible to its recently issued memorandum on the teaching of grammar in schools, "Grammar in relation to Language Learning." The memorandum was prepared by a Sub-Committee of the Association's Yorkshire Branch and revised by a specially appointed committee of the Council of the Association. The report asserts firstly that the study of grammatical structure and function is a necessary part of the school curriculum and secondly that the attention now given to it in primary and secondary schools is inadequate. It should indeed have been unnecessary to have to assert such an obvious educational necessity, the common ignoring of which cannot well be denied. The teaching of simple and straightforward functional grammar is strongly advocated. The study of elementary grammatical function must begin in the primary school. The brief section on the teaching of grammar at present is frankly revealing. In many primary schools grammar remains only on the fringe of the English curriculum. Even in grammar schools, this discipline is often seen rather as "ancillary to the study of foreign languages than as a necessary part of the English course." Hence children may be completely ignorant of grammar at the age of eleven and in grammar schools may reach their third or fourth year without instruction in the elements of grammar other than that given in the Latin or Greek lessons. The Committee recognize the consequences of such failure and record too that in recent years there have been signs of widespread disquiet at the situation and complaints from universities and from representatives of industry, commerce and the professions. Reasons for the present neglect are examined briefly but quite frankly. It seems to be realized that to some extent it is due to changes in what may perhaps not unfairly be called "fashion" in educational theory and practice. To be in fashion, the teaching of grammar "may be discouraged by Training College Lecturers and (Her Majesty's) Inspectors" and "forbidden by some Head Teachers." It would be well if all those people and indeed the many others who are directly concerned would buy and study this very sane and sound report. The arguments against the teaching of grammar are fairly examined and real guidance is given to teachers in answer to the question, "How much grammar should I teach?"

\* \* \* \*

**English  
 Literature  
 in  
 Schools.**

FROM Yorkshire too come some observations on the teaching of literature which have attracted much public attention and, it would seem from press reports, created considerable misunderstanding. In the August "Schools Bulletin," issued by the West Riding of Yorkshire Education Committee the following passage appears:

"Partly owing to the lack of time given to English and partly because the teachers of the subject are not really interested in reading, some of the literature lessons are a waste of time and the ignorance of

children, even of those in A classes at the top of the school, is disquieting. In more than one school very few children can name a single living writer and it is difficult to discover whether anything worth while has been read over a period of years."

This is the kind of thing that is seized upon with delight by those who know nothing about the schools of England and the work of those who teach in them, but who nevertheless are satisfied that English education was never worse than it is to-day. Although the West Riding observations had nothing whatever to do with literacy and the teaching of reading it was eagerly accepted as evidence that children in schools of to-day are not taught to read. Yet even the above brief extract refers only to "some of the literature lessons" and relates only to "more than one school," which may mean a few but cannot mean most or even many. None who read the above passage in the daily press, and the sensational comment that went with it, could know that the unpublished sentence before the extract read: "It is unfortunate that there is another side of the picture." What was so widely publicised was but the other side of a picture which was in fact too good to interest the press critics of our schools. Mention is made of the number of specialist teachers who have developed progressive and interesting schemes of work in literature. In the best schools there is a carefully thought out programme which indicates expected development but allows latitude to the individual teacher. Pupils are enjoying good literary experience; their reading is guided along the right lines; their books

are wisely selected and always appropriate to their stage of development. Where the approach to literature is well conceived, the written work is invariably satisfactory and sometimes very good. In the best schools, care is taken to avoid breaking up the subject by introducing more than one teacher in any form for all the work in English. A sensitive appreciation of poetry is frequently found under such conditions and, where school poetry festivals are held, they show that secondary school pupils of all ages can experience and give pleasure when reading verse and that they enjoy learning by heart. All this comes first in the Bulletin and is the "side of the picture" most readily seen by those who know how to look for it.

\* \* \* \*

**The Handicapped Child.** It is heartening to find the Official Journal of the National and Local Government Officers' Association giving space to an ably written article on the education of handicapped pupils. "We are not doing enough for the Handicapped Child" is the emphatic title of an article by Mr. G. F. Atkinson, M.A. There are 6½ million children of school age in England and Wales. Of these, more than 60,000 are what are now officially called "handicapped" children, of whom some 18,000 are so severely afflicted as to be ineducable in ordinary schools along with ordinarily healthy and normal children. Mr. Atkinson quotes the latest official figures, according to which there were 17,594 children afflicted with blindness, deafness or some physical defect, of whom 3,357 (or 19.1 per cent. of the total) were awaiting

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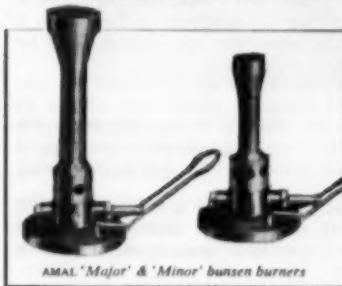
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places in special schools'. In addition there were more than 50,000 delicate, epileptic, educationally subnormal and emotionally maladjusted children, of whom 17,000 were waiting for special school places. From these figures Mr. Atkinson not unnaturally concludes that some local education authorities have not used to the full the powers granted to them under the Education Act, 1944. It might have been said too, that it is not merely a matter of powers. The Act which confers powers also imposes duties in this matter and the Minister in turn is legally responsible for ensuring the performance of those duties. It would seem therefore that even if some local education authorities are to blame in this matter, they should not be held solely culpable. One is bound to agree with the writer that economy and restrictions cannot bear all the blame either. If, as he says, there has been "a sad lack of co-operation and co-ordination between authorities" again the central authority must not be forgotten. The Ministry of Education has in fact done much to bring together local authorities on a regional basis and has promised more regional conferences in the near future to review the position. One important point is brought out by Mr. Atkinson which is sometimes overlooked even in the highest quarters. Some children awaiting admission to special schools have to be educated somehow in the ordinary schools. School Medical Officers who know how great is the lack of special school accommodation may hesitate to add to an already excessively long waiting list. Thus they may refrain from recommending a child for special educational treatment which in all probability the child may never receive. The number of children awaiting special education is in this way, artificially reduced and the total need underestimated. The figures submitted annually to the Ministry do not, in fact, tell the whole story. The vicious circle must somehow be broken. The Ministry's last Circular on the subject might be taken as indicating a change of policy on this important matter, which would arrest if not halt the provision of some really urgently needed accommodation.

\* \* \* \*

In Swansea as in so many other places, parents and the public generally were disquieted and dismayed by the press reports then appearing which suggested that a large proportion of children left the infant schools quite unable to read.

**Reading Ability of Infants.**

The Director of Education took a wise course in conducting a thorough investigation into the matter in the area of his own local education authority. Head Teachers were asked to test the reading ability of their second year infant pupils. Thus the reading ability of over 3,000 infants was tested in June. The results, happily now made public, show that the children who entered the junior schools of Swansea this term were as good readers as the junior school entrants of fifteen years ago. The children who were quite unable to read were as few as 0.8 per cent. of their age group. A typical class of thirty-eight children entering the first year of the junior school course last year would contain eight advanced readers, twenty-four average readers, two retarded readers and four backward readers. Last month the Swansea Education Committee approved the report of the Director of Education in which such

information was submitted. The results of the Swansea enquiry will not surprise those who are actually working in, or closely associated with, infant education. They are indeed typical of any similar town in Great Britain. What is of real service and value is the ascertainment and publication of these results, which should allay the concern and alarm so needlessly and, in some areas, quite wantonly created.

\* \* \* \*

**Adult Education.**

The National Institute of Adult Education met last month under well nigh ideal conditions in the beautiful cathedral and university city of Durham. Local education authorities, voluntary bodies and other interested organizations were well represented. The Ashby Report and all its "negligences and ignorances" were fresh in the minds of a keen and expectant audience. The opening address by Dr. W. P. Alexander gave food enough for thought and discussion. Unfortunately a great opportunity was lost. The programme itself seemed to lack coherence. Much that was said and said quite well had little or no relation to the day-to-day work of adult education. No attempt was made to bring the speakers and their audience together. Address after address was given without any time or opportunity being allowed for questions or discussions. The conference thus lost what in past years had been its most notable and valuable character. In no sense whatever was it a forum. Lectures were given and listened to. Only at the last session was any discussion allowed and then it was made evident that a great mistake had been made. It may be assumed that next year's conference will have a different structure and pattern. Members of the conference were rightly reminded that the Institute publishes its own journal "Adult Education," and that much could be achieved if more adult education workers would subscribe to, read and even contribute to it.

**Training Health Visitors**

**University Tutor on Educational Aptitude.**

A prophecy that it might be necessary to undertake a radical re-organization of the existing methods of training health visitors was made by Miss P. E. O'Connell, of Southampton University, speaking at a sessional meeting of the Royal Sanitary Institute recently.

The speaker said the student who proposed following this course should be pleasant and attractive, trained to quick thinking, possess a clear but sympathetic voice, have a sense of humour and, at the same time, should not easily be discouraged.

She queried if the General Certificate of Education was the best criterion of educational aptitude and ability in student health visitors. She did not favour the exclusion from training of candidates who had not the advantage of secondary school education, provided they had an intelligent outlook upon life.

Miss O'Connell declared that the time was opportune for a revision of the training required for health visitors as past methods, in her view, had been uneconomical in both time and women power.

The shortage of suitable recruits made it imperative to carry out as many duties as possible through the medium of one worker. She envisaged the health visitor as the "basic medico-social worker." "If she is to qualify as such," she added, "her training will be strenuous, both academically and practically."

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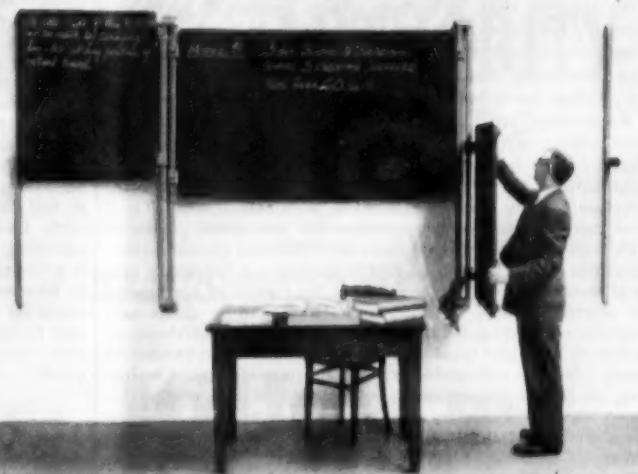
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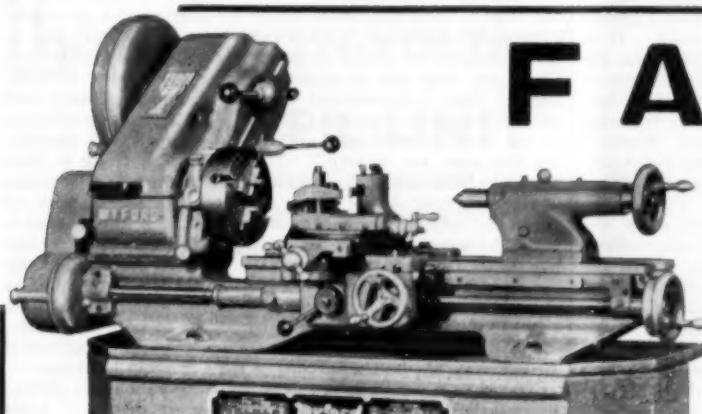
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## The Continuing Challenge of the Youth Service

*Continued from page 112.*

We are told that, in human affairs, periods of pause are necessary for individuals and for society. If this is so it can be maintained that those who are involved in Youth Service have been using this time of pause in a promising and wise way. They have been seeking a new vision of their work in its relation with the varied aspects of society and its institutions; with the family, with formal education, with religion, with industry. They have examined their own organizations in the light of much honest and friendly criticism. They have overhauled administration. They have reconsidered some appointments and some pieces of work; they have reviewed their methods and clarified their standards. This process of rearticulation is a necessary one for all forms of social service. It is the means of appraising the worthwhileness of the work that is now done and seriously estimating its future prospects. The provision of leaders in kind and quality in particular has been examined afresh. No one will underestimate its importance. Quality here, as in all departments of education, is paramount. There was a time when the supply of youth leaders was considered in the most expansive terms; when a large and numerous cadre responsible for all young people between fifteen and twenty was visualized—a highly specialized and large group of professional men and women alongside the varied "educators" whom we have to-day in our schools and colleges. This wide claim is no longer staked as confidently as it used to be. Certainly the need for the trained youth leader with a professional status has been admitted, but we now see him as a member of a relatively small and highly qualified body—a nucleus of men and women in the service of our local education authorities and voluntary organizations who would be in touch with many voluntary and part-time workers and who would bring to their work sound technical qualifications and skill together with a sincere sense of vocation for their work. It is regrettable that it has not yet been possible to follow the Reports on the Recruitment, Training and Conditions of Service of Youth Leaders and Community Centre Wardens (1949 and 1951) by official action. The flag of training, however, is still kept flying at Swansea and Westhill, Birmingham, and the training of part-time and voluntary leaders by means of short courses is being vigorously maintained.

Further, these last few years have also seen the development of several new and promising alignments. The link with the Secondary Modern School, where the great majority of children leave at fifteen, has become closer. Sometimes the fact that school buildings can be used of an evening for club purposes has helped; often-times the sympathy of the teachers for the continuing welfare of the children and their readiness to co-operate with youth leaders, whether they be in the service of the Authority or of the voluntary organizations, has been a great advantage. Industry, also, has an improving record in its care for the young worker. Apart from day release, the club amenities and playing fields are frequently placed at the disposal of young people and the guidance of their welfare officers benefits neighbouring clubs or leads to their formation on an industrial establishment basis. Further, the international contacts made by the Service are impressive in range and number; towns in this country are being linked with towns abroad, and interest in their respective traditions and lives are giving an inspiration to club life. It sometimes seems that some continental countries are much ahead of this country in the encouragement which they give to their young people to seek first-hand knowledge of their neighbours. This is a trend that has increased in force and is certainly worthy of encouragement in our country.

There is the further point that must be in our minds, viz., that of the prospective increase in the number of these young people and the demands this will make upon the Youth Service. Just as the bulge has moved up from the infants through the primary to the secondary school, so it will, in due course, be extended and dispersed into the world at large.

What are the figures? Our statisticians tell us that, taking the country as a whole, it will be 1959 before there will be more people in the fifteen to twenty age group than we had in 1948 and that over the following five years or so the increase will appear at the rate of about 150,000 each year. Probably not more than 50 per cent. of these will become a charge on the Youth Service. The others will be in full time education or responsible in their own right or with families and friends. Then this increase will be unevenly distributed throughout the land, so signifying that it is the task of the L.E.A.'s and the voluntary organizations to foresee the places of likely increased demand and to lay plans for dealing with it. If the school building programme and recruitment of teachers both proceed at their present rate the outlook for premises and leaders should also be good.

### Principles Underlying Youth Work.

In conclusion we need always to remind one another of some of the principles underlying this work—principles indeed which are inherent in the public life of the country, respected by all with varying degrees of emphasis, and which must animate this aspect of the educational service. There is the principle of continuity. It was John Burns who, in the early years of this century, described the River Thames as liquid history. The fact is that our social life, in spite of recurring crises, keeps rolling along, and that we succeed in embodying in our institutions a great deal of the heritage of the past. This means that the weight of tradition in our social life is always very great. Let me illustrate this from the Report of a Standing Committee of the Ministry of Education on Youth After the War: "We are concerned to see preserved a genuinely Christian civilization. This we take to mean, not a civilization all of whose members are necessarily professing Christians, but one in which the Christian belief in God, and all that is consequent upon it of human liberty and brotherhood, the Christlike ideal of life, and the promotion of the fundamental idea of Truth, Goodness and Beauty, set the tone for society." The interesting thing is that there are members in the Committee who are not professing Christians, and all of them realized the significance of organized religion in the life of the nation is not now as it was. As someone wrote recently: "Faith has leaked out like water from a cracked glass." Yet they were all deeply aware of the importance of ensuring for young people, as they face the moldering uncertainties of these times, that they, like their parents, should be helped to take into them, along with other precious elements in the traditional British way of life, the virtues of the Christian heritage.

The second principle is the importance which has always been attached to the voluntary organizations. Lord Pakenham, in 1949, stated the official attitude of the Government of the Day clearly, in the course of a Debate in the House of Lords, and there are no reasons for believing that in this respect there has been any change: "I want to make it plain beyond any shadow of misunderstanding that, in the view of the Government, democracy without voluntary exertion and voluntary idealism loses its zeal. We are certain that voluntary social service organizations have a part to play as essential in the future as any they have played in the past, and with the steady development of our social conscience we must look to them, as time goes on, to put their own fine records in the shade." No Government Department nor statutory body will assume that the duties for which they may be responsible can be completely, directly and effectively discharged by them. The stern



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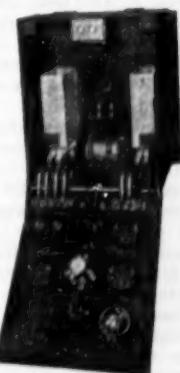
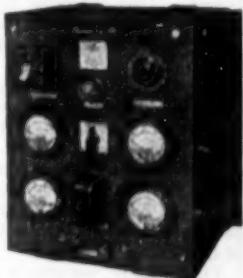
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voice of duty is heard outside Parliament and Whitehall, even outside the Guildhalls and County Halls of the country. The voluntary organizations of to-day are the successors of the pioneers of yesterday. They preceded the Welfare State, and in the interest of that State are continuing to operate within it. They will always be needed to counteract the dangers of bureaucracy and to be a vehicle of the creative spirit. The laws and byelaws of to-day mark no final consummation. Humanity is on the march and its views and convictions will always need to be expressed freshly as well as officially, through voluntary organizations as well as through the administrative machinery of democracy. Individuals, persons, in free association with their kind, are the sources of convictions, beliefs and devotion. They need elbow room for their work, for it is out of their discernments and efforts that experience can be gathered and gained for inclusion in official provisions—provisions which, in the light of criticism and established ineffectiveness, will in varying degrees always be jettisoning something of the past, preserving something of the present, and reaching towards new ways for the future.

It follows from this, as a third principle, that official bodies would do well to preserve a sense of their limited functions. It is ordained that a Government Department like the Ministry of Education engages in little direct work. It confines itself mainly to general supervision, co-ordination, financial duties, and to the rare exercise of semi-judicial functions. In fact, it limits itself to seeing that the conditions of work for those engaged in it are as favourable as Acts of Parliament, policy and resources allow. Other statutory bodies exercise more direct functions, but never to the deliberate exclusion of indirect and voluntary forms.

A further principle is the principle of delegation of powers. The more widely diffused is the sense of responsibility the greater is the strength of a social service. For this reason we are suspicious in this country of over-concentration in power. This doctrine is particularly acceptable to this annual conference. We know that the small units can be the living cells within the social organism, and that the health of the body politic will in large measure derive from the sense of freedom and power of initiative which animate in them. In these large-scale days there must be general rules and suggestions, but we would do well to remember that they should not be unalterable laws and commandments. Administrators are the servants of the service for which they are responsible. Their notices and forms, their rules and conditions, their committees and conferences are all channels of social vitality and not obstacles in the race of life.

Then finally, we attach great importance to the principle of consultation at all levels. We have occasional departmental committees, commissions, working parties, central councils for advisory purposes, regional bodies and associations of local authorities; these all keep general problems under review, recommending joint action when this may be necessary and safeguarding the development of work on sound lines. This should be true of the areas of local authorities themselves, down to villages, towns and hamlets, where members of the community are associated with the work that affects their lives directly. There should be generous facilities for consultation amongst diverse interests at all levels of the community. It is in this way that parents, leaders, professional men, employers, trade unionists, clergy, welfare workers, public representatives, can help to form an enlightened conscience and guide in its efforts on behalf of the rising generation.

These, then, can be our watchwords as we consider the continuing challenge of the Youth Service; to safeguard the sense of continuity in our social heritage, to maintain voluntary effort, to keep administration within limits, to delegate functions and to keep open the channels of consultation between individuals and social groups.

## Divisional Executives Conference

*Continued from page 103.*

statement indicating the policy of the Association for submission to the Minister.

It was carried with the addition of the words "after reference to the divisional executives and excepted districts for their observations."

### Organization of Conference.

On behalf of the Harrow Excepted District, Alderman Jordan moved and Alderman R. S. Pruden (Southgate) seconded:

That the Executive be asked to consider the possibility of so arranging conference sessions that one Divisional Executive each year be given the opportunity of introducing a topic of general educational interest to Conference with the power, subject to the general approval of the Executive, of inviting a suitable outside speaker to introduce the topic; and that the reasonable expenses incurred be defrayed by the Association.

The President intimated that the purpose of the resolution was acceptable to the executive and after some further discussion the resolution was somewhat surprisingly defeated.

### Shortage of Teachers.

The following resolution proposed by Councillor M. J. Riordan on behalf of the Romford Excepted District, and seconded by Alderman D. O'Dwyer, of Dagenham, was carried without discussion.

That this Conference expresses its grave concern at the serious shortage of qualified teachers which is still apparent in many areas, and requests the Minister of Education to take immediate steps to consult with representatives of Local Education Authorities, Divisional Executives, Training Colleges, and Departments, and Teachers' Organizations, with a view to examining all possible methods of encouraging recruitment to the profession.

County Alderman Llewellyn Heycock proved an admirable chairman of the conference and the business was efficiently concluded with five minutes to spare at the last session. The only resolution not considered by the conference was one urging education authorities to allocate more time to the teaching of English in their schools. As this year's Conference was conducted so largely in the Welsh dialect of the English language, it is understandable that it may have been considered expedient to omit this resolution from the agenda. No announcement was, however, made to this effect.

### Educational Exhibition.

The Educational Exhibition which was well up to the usual high standard of interest to delegates was formally opened by Alderman T. W. R. Procter and continued throughout the period of the conference. Among the principal exhibitors were the following: Block and Anderson, Ltd.; Britex (Scientific Instruments) Ltd.; British Pens, Ltd.; F. Chambers and Co., Ltd.; Cresco, Ltd.; Cosmic Crayon Co., Ltd.; Dryad, Ltd.; Dusmo Co., Ltd.; Ellams Duplicator Co., Ltd.; E.M.I. Sales and Service, Ltd.; Farinol Co., Ltd.; Floor Treatments, Ltd.; Fordigraph Sales, Ltd.; Gestetner, Ltd.; Grange Fibre Co., Ltd.; Harbutt's Plasticine, Ltd.; Philip Harris, Ltd.; Hunt and Broadhurst, Ltd.; Samuel Jones and Co., Ltd.; Leighton, Baldwin, Cox and Co., Ltd.; Mapograph Co., Ltd.; Margrof Chemicals, Ltd.; Newton, Chambers and Co., Ltd.; Nottingham Handcraft Co.; Pencils, Ltd.; Reeves and Sons, Ltd.; Remploy, Ltd.; Royal Sovereign Pencil Co., Ltd.; Savage and Parsons, Ltd.; Singer Sewing Machine Co., Ltd.; H. Tempest, Ltd.; Wilson and Garden, Ltd.; Winsor and Newton, Ltd.

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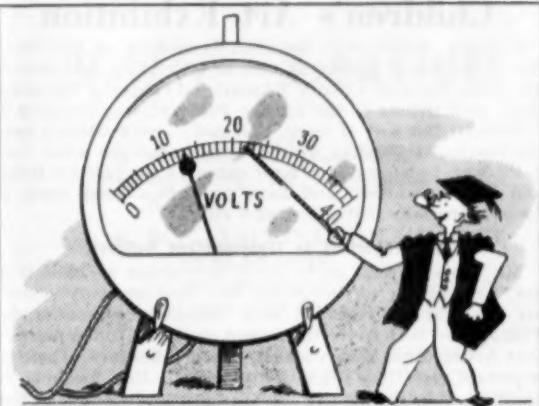
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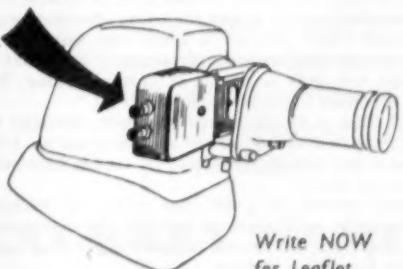


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## Children's Art Exhibition

Opening the Seventh National Exhibition of Children's Art at the Royal Institute Galleries, Piccadilly, last month, Mr. John Newsom, County Educational Officer of Hertfordshire, paid tribute to the *Sunday Pictorial*, who organize it. "Without this sort of thing," he said, "we shouldn't have the particular impetus which makes people do what they have done, because it is to some extent a competitive thing, and local patriotism and local pride is a good thing to foster, especially if it encourages effort."

### Art Regarded as Unimportant Subject.

Mr. Newsom went on to say that whether we liked it or not, we had got to accept the fact that in many schools art was still not regarded as a subject of serious study. This applied both to the time spent on it, and to the position that Art teachers held, *vis-à-vis.*, their colleagues. The consequence was that we had to defend the teaching of painting and drawing as a thing of great educational value at every opportunity. "We all ought to be artists in some form," he said. "If one defines an artist, as Herbert Read has defined an artist 'Someone who creates form out of chaos,' one can do it in a variety of ways; one can do it with the individual notes of a musical scale; one can do it with a box of paints; one can do it with clay; one can do it with wood; one can do it with the materials with which people can cook good meals, and, oddly enough, one can do it in words. One can create out of a dictionary fine prose or fine poetry. Anyone who creates order and form out of chaos is an artist."

"When people say they cannot understand a picture or they do not like a picture, they're perfectly entitled to say so," continued Mr. Newsom. "But they are not entitled to say that it is a *bad* picture, because that is postulating an absolute standard of values which have never really been accepted. The artist translates what he sees with his eye to his mind into this particular idiom. Therefore it is an intensely personal business."

Mr. Newsom said that visual arts have a grammar and a discipline which is as basic as that in the musical and other arts. One could not really become a good draughtsman or a good painter unless one had gone through the discipline of doing the simple things well.

### Children's Paintings in the Home.

Before declaring the exhibition open, Mr. Newsom said, "When you look round at an exhibition like this, although in the main it is the work of people who are not fully mature, I do think that a lot of the pictures round these walls, if hung in English homes, would give a satisfaction, a permanent satisfaction, in a way that reproductions even of great paintings would not do in quite the same form. This is an intensely and individual business, and that is what makes art not only in terms of cultural value, but educationally the most important subject of all."

For the first time a major award was won outright by a boy. The £250 art training award was awarded to John Brooke of Epsom and Ewell School of Art for his successful entry "Portrait of Ann."

An additional award of £100 was given to Richard Napper of Newcastle, aged sixteen, and the £50 craft grant was divided equally between Bryanston School and Rickmansworth Grammar School.

**U.F.A.W. (The Universities Federation for Animal Welfare)**, in association with the Animal Welfare Institute of New York, has appointed Dr. W. M. S. Russell, M.A., D.Phil., as Research Fellow to study the history and progress of the introduction of humane techniques into experimentation on animals, with a view to assisting further progress.

## National Association of Divisional Executives

### Officers and Committee, 1954-55.

**President**: County Alderman Llewellyn Heycock, J.P. (Port Talbot and Glyncorrwg, Glamorgan).

**Vice-President**:—Mrs. P. N. Paine, J.P. (Cheadle and Wilmslow, Cheshire).

**Immediate Past President**:—Alderman T. W. R. Procter, F.C.I.S., F.L.A.A. (North-West Somerset).

**Secretary**:—Dr. L. F. W. White, B.Sc., Barrister-at-Law (Gosport, Hants.).

**Treasurer**:—Dr. J. Ewart Smart, O.B.E., M.C., M.A., B.Sc. (Acton, Middlesex).

### MEMBERS ELECTED TO REPRESENT VARIOUS REGIONS.

Region 1.—North-Eastern England: Councillor Mrs. T. Todd, M.B.E., J.P. and Mr. P. Muir, M.A., B.Sc., Ed.B.

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Region 3.—Lancashire: County Alderman A. Guest, J.P. and Mr. A. B. Mills, B.Sc.

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## Local Education Authority Awards

### A Statistical Summary.

Complementary to the Survey of Regulations issued in April of this year the National Union of Students have now prepared a Statistical Summary on L.E.A. Awards. Together they are intended to portray, in some measure, the work of the Local Education Authorities in assisting students to undertake courses of higher education. The figures in this document are, inevitably, not without their limitations: general surveys such as this cannot reflect every local circumstance. Nevertheless, they give some standard of comparison between authority and authority, and a general picture of the financial aid afforded to students.

Some modifications have been made in the form of the Survey since last year's edition was produced. The National Union felt that some attempt to relate the figures of expenditure on higher education to the financial resources of each authority was essential. Accordingly, two new columns have been introduced. The first shows the ratio of expenditure on higher education to estimated rate income. The second column shows the estimated product of Id. rate. The picture given is, for various reasons, far from complete but nevertheless, it is hoped that the inclusion of these new columns will allow the statistics to be more closely related to local conditions.

Copies of the Summary can be obtained from the National Union, 3, Endsleigh Street, London, W.C.1, price 9d.

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## Thames Youth Venture

### First Base Opened at Surbiton.

The Thames Youth Venture Advisory Council, of which Admiral Sir Cecil Harcourt is Chairman, and Major General T. N. F. Wilson, Vice-Chairman was brought into being in January, 1952, with the declared object of encouraging the ordered training in seamanship and kindred activities of the young people of the Metropolis and to prepare schemes for the increased use of the Thames and the riverside for this purpose.

The Council owes its origin to the vision and initiative of the Trustees of the London Parochial Charities who saw the River Thames as a ready to hand open space and training ground for youngsters with a taste for adventure and a hankering to stretch mind and muscle against wind and weather. Some of our national youth organizations have traditionally set great store by training in boatwork as a valuable influence in the building of character. The Trustees of the London Parochial Charities who were prepared to make a substantial sum of money available hoped that organizations particularly concerned with the recreation and training of young people would combine to support a scheme for developing facilities for rowing and sailing on London's river. This hope met with swift response, and in 1952 the Thames Youth Venture Advisory Council came into being, all the main national voluntary youth organizations, the Commissioner of Police for the Metropolitan area, King George's Jubilee Trust, the London County Council, the Navy League, and the Thames Conservancy Board, appointing representatives to serve on it. The Port of London Authority was also associated with the work of the Council through a representative co-opted to its Executive Committee.

With the declared object in mind and with the help of generous grants made available by the Trustees of the London Parochial Charities, the policy pursued during the past two years has been to encourage the establishment of new bases or the improvement of existing ones for training in rowing and sailing. The first of the bases was opened on September 25th. This is at Raven's Ait, Surbiton, developed by the Navy League for the Sea Cadet Corps, towards the cost of which a grant was made available. Another centre on which work is now well advanced is the Osterley Sea Scouts base (in part of the grounds of Nazareth House, Isleworth). Negotiations are in progress for the provision of new centres more accessible to central London, one on the River Lea at Springfield Park and another on the Thames at Barn Elms Park. A scheme for the development of a base at Grays Beach, Thurrock, which will cater particularly for advanced instruction, has been approved.

Each of the centres being developed under the aegis of the Council will be under the control of a particular national voluntary youth organization or local education authority. They will all, however, be available under prescribed conditions to organized parties from recognized youth groups and schools, as this is a condition of the grants awarded for development work. In this way it is hoped to obtain maximum advantage from the financial resources available and to see that the benefit is enjoyed by as many young people as possible. With the prospect of a number of bases becoming available shortly, the Council is now turning its attention to the provision of more boats of different sorts, and this matter is now under discussion with the national voluntary youth organizations and other bodies concerned.

The autumn issue of *Listen and Learn*, published by the B.B.C., contains illustrated articles on some of the more important series to be broadcast during the next three months, including two pages of notes and diagrams to assist listeners in connection with a series on the physics of music entitled 'Sound and Music.'

## The Place of Drama in Welsh Schools

In 1952 the Central Advisory Council for Education (Wales) was invited to examine the place of the arts in the schools of Wales and decided to consider in turn music, drama, the fine and applied arts. The Council (whose first report, on music, was published in 1953) have now reported to the Minister of Education on "Drama in the Schools of Wales" (H.M.S.O., 3s. 6d.).

Drama, says the Report, is, in the right hands and properly developed and directed, an enlivening influence of great educational and cultural value. Young children in the primary schools learn to discipline their emotions in imaginative play, and later, as the children pass through the secondary schools, the improvised scenes of the earlier years acquire shape leading to the ultimate aim "the school play." Published works including the classics are studied, performed and discussed. Visits to the theatre, sound broadcasts, television and the cinema all play a part in helping to develop taste and a sense of discrimination.

The Report continues with an outline of the growth and use of drama in the Welsh language. The religious outlook of the Welsh people, affected by the Puritan reaction to the theatre in England, delayed the popularization of dramatic art in Wales until the present century when churches themselves have been among the most important patrons of the Welsh drama.

The importance of clear, pleasant, unaffected speech is stressed. During the last twenty years the practice of choral speaking has developed and the Council is of the opinion that this can contribute much to the improvement in speech.

In considering the training and supply of teachers the Council point out that all teachers are given some training in the value of dramatic activity in studying their professional subjects but that in some training colleges special facilities exist for students to take drama either as a special subject or as a general subject of their own choice. Courses for practising teachers are arranged both by the Ministry of Education and by the Local Education Authorities.

In their conclusions the Council emphasizes that it is much easier in the schools of Wales to engage in dramatic activity of all kinds in English than in Welsh. The main reason for this is the comparative lack of easily available material for dramatic treatment in the Welsh language. Suggestions are made in the report for remedying this condition which remains a serious challenge to all concerned with the future of Welsh life; until there are adequate supplies of published plays, dramatic sketches, scenes and dialogues in Welsh as there are in English, too much will continue to be demanded of the class teacher. That so much good work is being done under difficult conditions is a tribute to the schools.

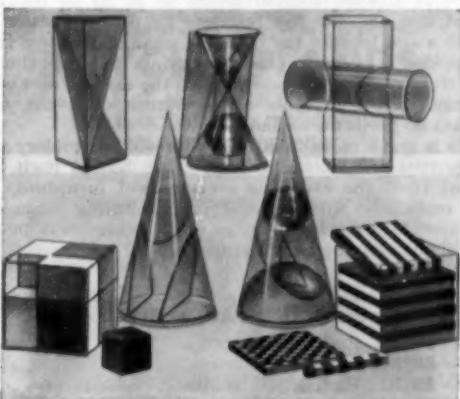
**The Minister of Education** has appointed Mr. W. L. Dale, C.M.G., as Legal Adviser to the Ministry of Education on the retirement from public service of Sir Cecil Dawes, C.B.E.

**The three months' Children's Highway Safety Campaign**, organized by the Royal Society for the Prevention of Accidents in conjunction with the Ministry of Transport, officially ended on September 30th, but Major-General B. K. Young, the Society's Director-General, has issued an appeal to the public and to road safety committees to carry on and consolidate the work done during the quarter.

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## FILM STRIP REVIEWS

### DIANA WYLLIE, LTD.

The task of the reviewer is not an easy one and with so many well-produced strips appearing almost every month it is difficult to find fresh words of praise. But through constant handling of many scores of strips there is the consolation that comparisons may be made and a fairer judgment formed. From this emerges the fact that filmstrips from the critics point of view may be sorted into the following classes :

(a) Hastily produced strips consisting of available pictures lumped together to give some semblance of a whole with scanty information culled from the easiest books to hand. Fortunately strips of this kind are now few but they still appear.

(b) Strips in which the author is sincere enough but falls short of the specialist. Drawings may be rather crude and lack finish or photographs are not composed with the eye of a connoisseur. Here the reviewer needs to temper judgment with mercy.

(c) Straightforward strips showing some sequence of operations or events, including stories and fairy-tales.

(d) Pioneer strips presenting something original or new, including those which help to keep one abreast of the times in the various sciences.

(e) Specialist strips in which the author is master of the subject ; if not an authority himself, then at any rate one who has studied recognized authorities and profiting by this experience may produce something of undoubted authenticity.

The strips produced by Diana Wyllie, Ltd., though at the moment few in number but each one a gem, fall into the specialist class and have that mark of quality and tone which separates the artist from the commonplace, and we can confidently recommend the latest title, **The History of English Embroidery** as worthy of a place in any University, College, School or Polytechnic.

Five separate strips deal respectively with the periods as follows :

Strip 1. Pre Reformation.	25 frames.
Strip 2. Tudor.	22 frames.
Strip 3. Stuart.	22 frames.
Strip 4. Georgian.	22 frames.
Strip 5. Victorian and Modern.	22 frames.

In this collection we have 113 colour photographs of some of the finest examples of English Embroidery of the past centuries including treasures from The Victoria and Albert Museum, The British Museum, The London Museum, The Royal School of Needlework and other well known institutions and private collections. One can appreciate how very useful such a representative collection may be.

The colour photography has not the harsh lighting which produces hard shadows or the soft lighting which gives an unwelcome uniform flatness. Peggy Delius has skilfully used her camera to accentuate relief where it is required and to give detailed rendering of examples which have no relief. Coloured or black backgrounds have been added in some cases to improve the quality of projection and enhance the beauty of the subject.

The teaching of embroidery stitches, well fostered in most Primary Schools, instils into the child mind an early appreciation of art and a pleasant use of leisure, as is evident by the constant application in the "hobbies" lesson. Fortunately the craft does not die out with school leaving age and we have known many who sit plying the needle and talking to the now frequently attendant budgerigar as a pleasant diversion from the encroaching

television. There is equal enthusiasm for Evening Classes where such strips as these must be thoroughly appreciated.

The set may be purchased in a distinctive "book" packing at no extra cost. Inside, the strips are conveniently housed in labelled compartments so as to be ready for instant use, and the five booklets for use with each strip fit into a slot let into the base. A small and handy viewer is provided which magnifies the prints to approximately twice the size—a useful accessory to the teacher who wishes to memorize the sequence of the frames, or to the viewer who has no projector at hand.

This is much more than the history of embroidery—it is an essential part of the history of the Nation itself, as is evident from the elaborate ecclesiastical furnishings and home embellishments depicted ; and a lasting reminder of the Great Period when "Opus Anglicanum" was perhaps more significant than "Made in England" is to-day.

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**U.151—SIGN.** Part 2. 30 frames.

**U.152—SIGN.** Part 3. 35 frames.

Those who are acquainted with the magazine *The Sign*, will call to mind the remarkable success of a series of strip cartoons designed to illustrate a *History of the Church in England*. These filmstrips are based upon these drawings, reproduced by permission of the proprietors, A. R. Mowbray and Co., and may be safely used by all denominations which share a common Christian heritage. Further strips will appear concurrently as the art work proceeds in *The Sign* and it is anticipated the series may run into as many as 15 strips.

Clearly nothing dealing with Church History has been attempted on such a scale as this and it is obvious that the subject is being dealt with in considerable detail. Fortunately the bold black and white line drawings are eminently suitable for projection under the poorest of lighting conditions, for perfect blackout is not always obtainable in church halls.

In addition to boldness of execution the pictures are appealing and there is a pleasant interchange between close-up and distant scenes and of deeply shadowed and "high-key" renderings to relieve monotony. Suitable maps have been interspersed where convenient to augment the pictures and supplement the notes.

U.150 commences with St. Alban's execution and deals with St. Augustine, King Oswald, the Synod of Whitby, Theodore and Boniface.

U.151 opens with the assault on the Anglo-Saxon Church from the eastern invaders, deals with Edmund and Alfred, St. Dunstan and Canute, and takes the story up to William the Conqueror.

U.152 starts with William Rufus and Anselm, and deals with Beckett and his murder, John and Stephen Langton, and thence to Henry III. In this strip the last 13 frames are given to the activities of the monasteries with special reference to the Benedictines, Dominicans and Franciscans.

There are many illustrations in these strips which are equally suitable for use in the ordinary history lesson, for the story of the King and the Church must run side by side. The series will be of interest to schools, Sunday schools and adult audiences alike.

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## BOOK NOTES

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**See How They Grow.** (Educ. Productions, Ltd., 2s.)

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During recent years increasing interest has been focussed on the work of the youth employment officer, and the need

for something setting out briefly the nature of the duties of such officers and the desirable qualifications has been felt for some time. The National Association of Youth Employment Officers has now filled that need with this pamphlet describing the work of a youth employment officer working for an education committee, methods of recruitment and training for such a post, and the remuneration which may be expected. Copies can be obtained from the Honorary Secretary, Mr. H. Heginbotham, Education Office, Birmingham.

\* \* \* \* \*

**Our Wonderful World—Book 4: Australasia, Africa and the Americas**, by Marjorie E. Kirtley. (Fredk. Warne, 4s. 6d., limp covers.)

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**Tales from the Heart of Africa**, by G. Vallerey. **Round the World Tales**, by Stella Mead.

(Univ. of Lond. Press, 2s. 6d. each, limp covers.)

Two titles in a new series of readers designed to provide interesting and suitable supplementary reading material for overseas students of English. The present issues are in the Grade I range. The series is under the editorship of Mr. E. A. L. Gaskin, Senior Education Officer in the Colonial Education Service, and in the first-named book he is also responsible for the translation.

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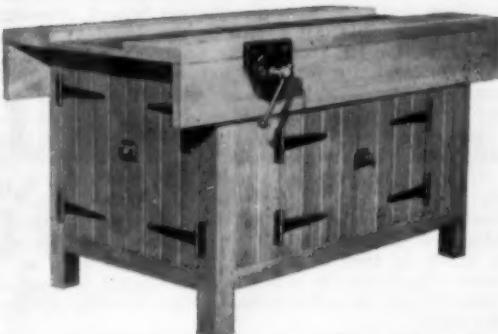
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## Handicapped Children in Scotland

### Secretary of State Opens New School.

The first large school for handicapped pupils to be built in Scotland since the war—Beechwood School, Aberdeen, was officially opened last month by the Secretary of State for Scotland, the Rt. Hon. James Stuart, M.P.

The school will cater for about 500 physically and mentally handicapped pupils, and in his address, Mr. Stuart referred to the fact that the provision in Scotland as a whole made for these children, who are estimated to number about 20,000, is at present quite inadequate. Naturally, said Mr. Stuart, ordinary schools must have first priority and there is much leeway to make up before education authorities throughout Scotland can turn their attention to building new schools for handicapped pupils; but they must keep firmly in their minds the fact that as long as the number of such schools is below requirements it could not be claimed that the educational system is really adequate to the needs.

"A complete system of education," added Mr. Stuart, "must meet the needs of every child and cannot be restricted only to those with the highest gifts of mind. We have come a long way from the old conception of education which provided a single well-defined course leading from primary school to secondary school and thence to universities. We now recognize that we must provide a system suited to the age, ability and aptitude of every pupil so that each will be equipped to fill a useful place in our complex modern society."

"The handicapped child does not differ fundamentally from any other child in his educational needs. The broad purpose of education is essentially the same for him as for more fortunate children. Like the normal child, he should receive the type of education best suited to his own individual needs."

**Mr. A. Tegia Davies, M.A.** has succeeded Mr. C. H. Harrison (retired) as education officer to Cadbury Bros. at Bournville.

**Professor Thomas George Hill**, of Mole End, Hambledon, Surrey, left £13,000 for University College, London, in his £16,401 will.

**The Secretary of State for Scotland** proposes to review the educational endowments in Argyll and has appointed Mr. C. W. Graham Guest, Q.C., to hold public local inquiries.

**Mr. F. J. Evans, O.B.E., J.P., M.A.**, President of the National Union of Teachers, has sent a message in support of increased membership of school savings groups in schools. The national call is for 2,000,000 new savers.

**The N.U.T.** have appointed Miss M. O. M. Morris, B.A., of the Joseph Barrett Secondary Girls' School, Walthamstow, as Woman Official. She will succeed the present Woman Official, Miss Sarah Griffiths, who retires next year after some thirty years' service.

**Two Bills** aimed at checking adolescent delinquency have been introduced in the New Zealand House of Representatives. One seeks to suppress "pulp literature" which stresses sex, crime and horror, the other to make sexual intercourse illegal for adolescents.

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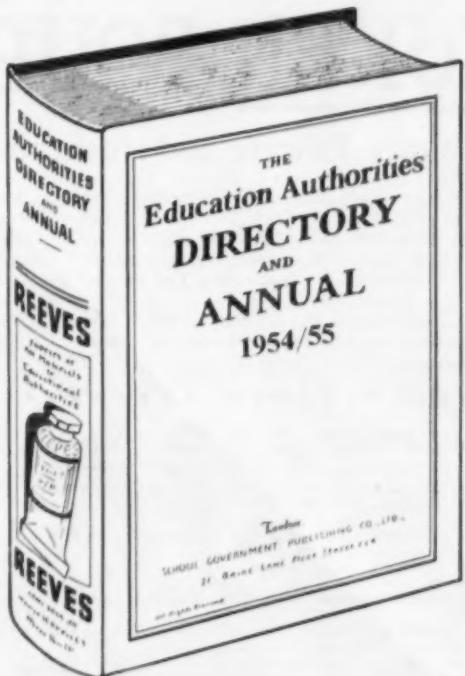
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